Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

THAR 407 "Performing Literature" requires the student to effectively analyze texts and make informed decisions about communicating analytical decisions to an audience. This course explicitly requires students to master oral, aural, written, and visual literacy skills, which come together in the act of analytical performance. Students must adapt their performance choices to time limits, the constraints of specific works of literature and nonfiction, analytical decisions about these texts, and the audience. Audiences actively participate through peer reflection and review assignments.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students create and deliver performances that will be evaluated by: 1. Ability to apply the vocabulary of performance studies to a literary text, with particular emphasis on point of view, character, figurative language, pacing, and relationship to audience; 2. Ability to present creative solutions to textual elements by synthesizing elements of staging, character development, movement, and pacing, and 3. Articulate their decision-making processes in analytical essays that tie their textual analyses to performance practice.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will demonstrate communication skills by presenting oral performances that effectively convey their interpretations of selected texts. Effective performances are characterized by evidence of clear decision-making regarding character behavior, attitude toward the audience, pacing, and visual elements including space and movement, as well as by delivery that is well-prepared. In addition to oral performances, students will present written papers linking their interpretive decision-making about this issues to performance choices.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Group performances will be evaluated by the overall quality and cohesiveness of the presentations themselves (clarity of decision-making, evidence of rehearsal, interrelationship of characters), individual written accounts of the rehearsal process (how members of the group considered different points of view, how decisions were made, how dissen: was
Texas A&M University

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Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course examines literature as a tool of criticism and how performance decisions regarding the presentation of this literature can change how it is interpreted. Analytical papers requiring students to link their interpretations of particular texts to performance decisions, and to justify these connections as responsible critical representations of the literature, will be used to assess this element.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.